



The Day Jimmy's Boa Ate the Wash Snakes and Other Reptiles

Subject(s): Language Arts, Science

Grade Level(s): 2-3

Learning Objectives

- Students will read a book about reptiles.
- Students will watch a video.
- Students will learn the distinguishing elements of fiction and nonfiction.
- Students will use predicting as a comprehension strategy.
- Students will match nouns and verbs.
- Students will write silly stories.
- Students will make a sock boa constrictor.
- Students will create a list of class trip rules.
- Students will classify story events in a chart.
- Students will write a nonfiction story about reptiles.

Fiction Resource

The Day Jimmy's Boa Ate the Wash

By Trinka Hakes Noble

Illustrated by Steven Kellogg

Grades: PreK-4

Lexile Level: 540; Guided Reading Level: K

Themes: Schools, Humor

Running Time: 5:16

Plot Summary: What starts as a ho-hum visit to a farm ends in a wild free-for-all when Jimmy's pet boa constrictor decides to mingle with barnyard society. Zany full-color drawings by popular illustrator Steven Kellogg prove an ideal match for this slapstick romp.

Nonfiction Resource

Snakes and Other Reptiles

By Mary Schulte

Grades: 1-2; Ages: 6-7

Lexile Level: 400; Guided Reading Level: H

Description: Explores the various ways in which snakes have adapted to the environment.

Before Viewing the Video

1. Introduce students to the vocabulary. You can write vocabulary words on index cards and place them around the room, or pair words with pictures. If you have ESL students, make sure that you introduce the vocabulary words to them a few days before the lesson.

boa constrictor: a kind of snake that squeezes its prey

corn: a kind of vegetable that grows on cobs

cow: a kind of mammal that produces milk that people drink

farm: a place where fruit, vegetables, and grains are grown

kid: another name for a child

pet: a tame animal that lives with people

wife: a married woman

2. Have students discuss class trips they have taken. Which was their favorite? Where would they like to visit next?
3. Ask students to make a few predictions regarding what they think the video will be about.
4. Have students talk about what kinds of pets they either currently have, had, or would like to have.

After-Viewing Activities

1. Revisit students' predictions. Was the story about what they thought it would be about? Were they surprised?
2. Noun-Verb Match: On one set of index cards write the following nouns:

- cows
- pigs
- children
- farmer
- farmer's wife
- chickens

On another set of index cards write the following verbs:

- cries
- eat
- throw
- drives
- fly
- screams

Now have students match the correct noun and verb. For example: cow cries. For younger students or ESL you can use pictures.

3. Supply students with lengths of yarn that can represent boa constrictors. Have students glue yarn onto pieces of cardboard, and then ask them to create simple and silly stories about their boa constrictors.
4. Have each student bring in an old, colorful sock. Stuff each sock with old newspaper and then staple the end closed. Decorate with eyes to look like a snake. Have the class take turns telling what silly adventure the snake gets up to in the school.
5. Have students create a list of rules that they should follow when they are on a class trip. Post the rules in the classroom.
6. Teach students the meaning of the following words: likely, unlikely, impossible. Next, create a three column chart on the board. Label one column "Likely," the middle column "Unlikely," and the last column "Impossible." Have students go back through *The Day Jimmy's Boa Ate the Wash* and put the events in the story into the correct columns. Example: Likely—school trip to farm; Unlikely—child brings snake; Impossible—chickens fly.

Paired-Text Activities

1. Review with students the difference between fiction and nonfiction. Explain that fiction tells about things that are imaginary, or make-believe, while nonfiction tells about things that happen in

real life. Tell the students that they will be reading (or listening to) a nonfiction book about snakes. A nonfiction book contains true facts about a subject.

2. After students have read *Snakes and Other Reptiles*, have them write a short nonfiction story called *The Day We Saw the Reptiles*. This story should only contain factual information about reptiles, but can be written using the same format as *The Day Jimmy's Boa Ate the Wash*. For example, a child returns home after a school trip to the zoo and recounts to his or her parents things about reptiles that could happen in reality.

Further Research

Explore with the students the related Web links about snakes that accompany this selection.

Assessment

Have the students play the educational games about *The Day Jimmy's Boa Ate the Wash* and *Snakes and Other Reptiles*. Review their results to assess their comprehension of the words and events in the story, as well as their ability to distinguish between fiction and nonfiction.

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